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ABSTRACT

In the world of social science and educational research, Asian Americans are frequently represented as one group and summarized with one number, like an arithmetic average. However, Asian Americans think of themselves as quite different from one another, as indeed they are. In the 1990 U.S. Census, information is available for 11 different groups of Asian Americans. Drawing on information from the second followup to the National Education Longitudinal Study of 1988, this report examines differences among the six major ethnic groups of Asian American high school seniors. The "model minority" stereotype has been applied to Asian Americans with undesirable consequences. On such consequence is that Asian Americans from disadvantaged backgrounds tend to be bypassed in terms of supportive services. Differences among the Asian ethnic groups are explored for: (1) parent education; (2) parent occupation; (3) educational expectations; (4) discussions about colleges and grades; (5) time spent on homework and extracurricular activities; and (6) academic performance. A review of these areas shows that although many Asian American students are highly successful, large numbers of them are in need of assistance, support, and encouragement from parents, teachers, counselors, and institutions. One appendix discusses the measurement of variables and sample weight, and the other contains 24 tables of study data. (Contains 9 figures and 29 text tables.) (SLD)

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ED 408 388

POLICY INFORMATION REPORT

Diversity Among Asian American High School Students

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January 1997

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Asia, with more than 3 billion people from many different cultures and countries, is home to nearly two-thirds of the world's population. The United States has drawn from these countries and cultures its "Asian Americans," some with recent attachments to that continent and some with very distant connections. In the world of social science and educational research, Asian Americans are frequently represented as one group, and summarized with one number, like an arithmetical average. Yet, Asian Americans think of themselves as (and are) quite different from one another.

We are left with one number to represent all Asian Americans largely because of problems of sample size in national statistical and research studies. In the 1990 census, where everyone is counted, we have a lot of data about 11 different groups of "Asians or Pacific Islanders." We know from the census, for example, that 42,411 Chinese Americans, age 18 to 24, were high school graduates; that 25,015 Cambodian American adults had less than five years of schooling; and that 318,305 Japanese Americans say they do not speak English "very well." So, it is well-established practice, where the data permit, to report data on Asian Americans by their ethnicity.

About eight years ago, ETS research produced a study of "language minority" students, breaking Hispanic American students into four different countries of origin (in that study, however, funds were available for an expanded sample and a parent survey, enabling researchers to examine correlates of differences in achievement). We believe it is very desirable to particularize education data whenever it is possible.

Nowhere, however, have we had detailed information available about the educational characteristics of Asian Americans, broken down by nation or region. Drawing on the *Second Follow-Up Survey of the 1988 National Education Longitudinal Study (NELS:88)*, Heather Kim (formerly a postdoctoral fellow at ETS) has been able to provide such information. She examines differences among six major ethnic groups of Asian American high school seniors in their socioeconomic characteristics, parent expectations and involvement, educational values, school behaviors, academic performance, and educational aspirations. These differences are examined by ethnic group and by whether students were foreign- or native-born.

The availability of education data by race and ethnic origin has become a staple of public and education policy. The fact that it is of such interest reflects the focus the nation has had on issues of equality. Given the history of the U.S. as a land of immigrants, this focus has been kaleidoscopic, reflecting the character of our citizens' origins and of our concerns about the success of assimilation. Even concepts of "race" have changed over this history, as recently pointed out by Neil Rudenstine, President of Harvard University, in his 1996 President's Report, *Diversity and Learning*. He points out that at one time Irish Americans were considered a race.

The kaleidoscope will continue to turn; it was only about 30 years ago that U.S. employment and other statistics were separated simply into "White" and "Non-White," defining millions of Americans by what they were not. We believe that part of the turning will—and should—break such large groupings into smaller ones with more common backgrounds and experiences. We hope that this report contributes to this process.

While most Americans know that an "average" is simply a convenient statistical representation, it tends to convey an image, particularly when it is pointed out, over and over again, that the average achievement for one group is higher than that of another. A large proportion of Americans know that Asian Americans, on average, score higher on a wide range of educational assessments than any other racial or ethnic group. This tends to promote a stereotype of Asian Americans; some, in fact, have referred to Asian Americans as a "model minority."

We know that this stereotype is pervasive when it gets embedded in the nation's humor. Not long ago a cartoon appeared in which a student, being confronted about poor grades, says: "What do you think I am, Asian or something?"

There is, in fact, large variation in the educational background and

achievement of Asian American students; as in other groups, the data for individuals range from the top to the bottom. We see this diversity emerge in the data for subgroups provided by Heather Kim, although we are still looking at the average for each subgroup.

The "model minority" stereotype has undesirable consequences for a number of reasons. One that Kim points out is that Asian Americans from less advantageous backgrounds tend to get bypassed in terms of supportive services. Stereotypes can begin to fade as we recognize facts such as:

- While 74 percent all U.S. high school seniors aspire to a college degree or higher, the percentage ranges from 95 percent of South Asian seniors to 77 percent of Filipino seniors and 65 percent of Southeast Asian seniors.

- While 29 percent of all U.S. high school seniors said they did at least 10 hours of homework each week, the percentage for Asians ranges from 56 percent of South Asians to 43 percent of Chinese, to 32 percent of Filipinos.

There is no effort in this report to compare the degree of diversity or homogeneity of Asian Americans and other racial/ethnic groups. Neither is there any effort here to try to explain *why* there is such divergence in these averages, either between Asian Americans and other groups, or among Asian American subgroups. Finally, all the analyses contained here are univariate; multivariate analyses were beyond the scope of this study. These are potentially fruitful subjects for further research.

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Richard J. Coley
ETS Policy Information Center

ACKNOWLEDGMENTS

The data in this report are drawn from the *Second Follow-Up Survey of the 1988 National Education Longitudinal Study (NELS:88)* sponsored by the National Center for Education Statistics of the U.S. Department of Education.

Heather Kim, the author of the report, was an ETS Postdoctoral Fellow and the research contained in this report was supported by the Fellowship. Dr. Kim is now Director of Institutional Research at Sacred Heart University.

The report was reviewed by Paul Barton, Richard Coley, Ruth Ekstrom, and Howard Wainer of Educational Testing Service. The report was edited by Richard Coley and Gwen Shrift. Carla Cooper provided desk-top publishing, Ric Bruce designed the cover, and Jim Chewning managed production.

SUMMARY AND HIGHLIGHTS

While the population of Asia, the world's largest continent, is over 3 billion people of many different countries and cultures, diversity among Asian American students is not often acknowledged. They are often stereotyped as the "model minority." This report examines differences among Asian American high school seniors in their socioeconomic characteristics, parent expectations and involvement, educational values, school behaviors, academic performance, and educational aspirations. These differences are examined by ethnicity and generational status.

- Significant differences were found among different ethnic groups of Asian American high school seniors:

  Parent Education — South Asian fathers and mothers had more education than parents of other Asian American seniors.

  Parent Occupation — South Asian fathers had the highest occupational status, followed by Japanese, Filipino, Korean, Chinese, and Southeast Asian fathers. Mothers tended to have lower occupational status. Filipino mothers had the highest-status occupations, followed by South Asian, Japanese, Korean, Chinese, and Southeast Asian mothers.

  Educational Expectations — South Asian fathers and mothers had the highest expectations for the child's education. Southeast Asian parents had the lowest expectations.

  Discussions about College and Grades — South Asian students discussed college plans and grades with parents more frequently than other groups of Asian students.

  Homework and Extracurricular Activities — South Asian students spent the most time on homework and the most time on extracurricular activities.

  Academic Performance — South Asian students had the highest reading scores, followed by Korean, Filipino, Chinese, Japanese, and Southeast Asian students. South Asian students also had the highest math scores, followed by Chinese, Korean, Japanese, Filipino, and Southeast Asian students.

  Educational Aspirations — While almost all Asian American seniors intended to continue their education beyond high school, South Asian students had the highest aspirations.

- Significant differences were found between native- and foreign-born Asian American high school seniors:

  Parent Education — Mothers and fathers of native-born students had more education than mothers and fathers of foreign-born students.

  Parent Occupation — Mothers and fathers of native-born students had higher-status occupations than mothers and fathers of foreign-born students.

  Educational Expectations — While both groups of parents had high expectations for their child's education, mothers and fathers of native-born students had higher expectations.

  Discussions about College — Native-born Asian American seniors tended to discuss plans for college with parents more frequently than foreign-born students.

  The Value of Hard Work — Native-born Asian American seniors believed more strongly that hard work is more important than good luck.

  Absenteeism — Native-born Asian American seniors missed school more frequently than foreign-born seniors.

  Homework — Foreign-born Asian American seniors spent more time on homework than native-born seniors.

  Extracurricular Activities — Native-born students spent more time on extracurricular activities than foreign-born students.

  Academic Performance — Native-born Asian American seniors had higher reading scores than foreign-born seniors.

- Although many Asian American students are highly successful, large numbers of them are in need of assistance, support, and encouragement from parents, teachers, counselors, and institutions. The myth of uniform success among Asian American students has comouflaged the disadvantages experienced by many of these students.

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INTRODUCTION[1]

Asian immigrants have been coming to the United States since the middle of the 19th century, beginning with the Chinese. The early Chinese immigration to the United States began about 1840 when they arrived in search of economic well-being. Most of the early Chinese settled on the West Coast, earning money during the California gold rush and the construction of the transcontinental railroad.

The Chinese were followed by Japanese immigrants who first came to the United States in large numbers between 1890 and 1920. The early Japanese found employment on railroads, in canneries and in mines. The Koreans were next to arrive; they came in much smaller numbers about 1903. Most of the early Koreans resided in Hawaii and worked the sugar and pineapple plantations. The last of the early Asian immigrants to the United States were the Asian Indians and the Filipinos.

The early Asian immigrants' dedication to hard work and struggle for success made major contributions to the economic growth and development of the West Coast and Hawaii. Their contributions are particularly noteworthy in light of the discrimination and prejudice that the early Asian immigrants faced, due to their distinctive culture, different values, and poor English proficiency.

Asian immigrants were perceived as an invading and uncivilized group who threatened to undermine the American way of life. From the middle of the 1920s to the middle of the 1960s, the immigration of Asians to the United States was strongly discouraged by the National Origins Act of 1924. It was not until the mid-1960s that these attitudes began to change.

Over the past two decades, Asian Americans have been the nation's fastest growing minority group. The number of Asian immigrants has increased tremendously as a result of: 1) the Immigration Act of 1965, which abolished the discriminatory immigration restrictions imposed in 1924 and substituted hemispheric quotas, and 2) the influx of about 700,000 to 800,000 Indochinese refugees since the Vietnam War ended in 1975. In the past decade, the immigration rate from Asia has averaged 281,740 immigrants per year, and it is predicted that the Asian American population could grow to almost 10 million, or about 4 percent of the total United States population, by the year 2000. According to the 1990 census, Asians numbered 7.3 million, or about 3 percent of the United States population.

Although Asian Americans are a small group compared to other minority groups, such as African Americans and Latinos, their potential for growth during the next decade is enormous, given that Asian Americans currently represent approximately 38 percent of all immigrants to the United States. Accordingly, it is important to learn more about the commonalities and differences among Asian Americans.

Since the 1960s, the media and academic journals have often depicted Asian Americans as the "model minority," referring to the stereotype of Asian Americans who have achieved extraordinary success academically as well as economically. However, contrary to this stereotype, many Asian Americans are undereducated and have low socioeconomic status.

The model minority stereotype emphasizes Asian Americans who are college graduates and/or have high-status occupations and high incomes. But the stereotype often does not consider the substantial number of uneducated, illiterate Asians, and those who have low-paying jobs.

It is widely believed that Asian Americans are well represented (or even over-represented) in higher education and that they outperform other groups academically. However, a careful analysis of the data does not support the academic success myth. Asian Americans represent a bimodal mixture of extremely successful higher education attainment and a large undereducated mass.

High school dropout rates for schools with high concentrations of Southeast Asians hover around 50 percent. High dropout rates have also been reported for Filipinos (46 percent)

[1] References are provided at the end of this section.

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and Samoans (60 percent) in 1992.

Similarly, economic data do not support the myth of economic success. Statistics on Asian American median family incomes downplay groups who have not achieved economic success. While the median family income of Asian Americans was $41,251 in 1990, the median family incomes of Vietnamese, Cambodians, Laotians, and Hmongs were $33,909, $18,126, $23,101, and $14,327 respectively.

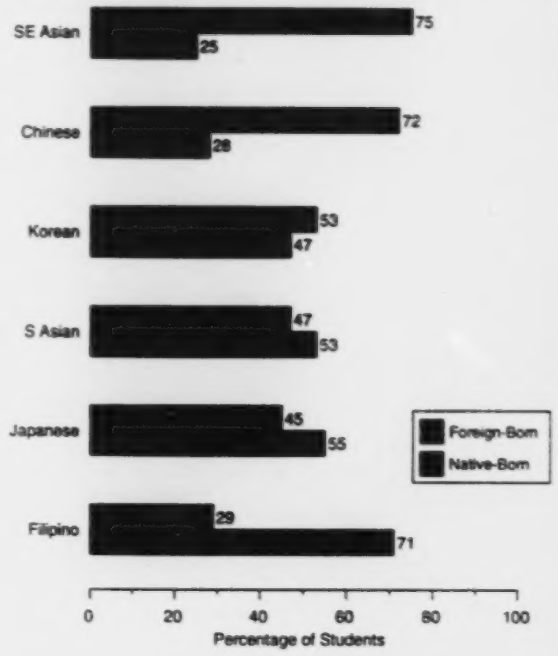
Asian Americans also have a higher percentage of more-than-one-worker-per-household families than do Whites. Finally, Asian Americans receive less poverty assistance and welfare than the general population and are more likely to experience a discrepancy between their education and their income.

Because of the disparity between the stereotype and the truth, the model minority image has adversely affected Asian American students. Indeed, by focusing on academic success, the stereotype has resulted in a lack of studies addressing low academic achievement among Asian American students. The model minority stereotype does not help counselors, teachers, and policy-makers understand the difficulties and problems that Asian American students face, and has kept Asian American students from receiving needed student services and support.

Further, the widely believed stereotype of Asian American academic success appears to have led to official neglect of the development of programs and services for Asian American students. Therefore, in order to achieve a better understanding of Asian American students, it is important not to make generalizations about the success of Asian Americans but to examine the diversity among Asian Americans.

• • • • •

Figure 1
Percentage of Asian American High School Seniors Who Are Foreign- and Native-Born



This report examines differences among Asian American high school seniors in their socioeconomic characteristics, parental expectations for and involvement with education, educational values, school behaviors, academic performance, and educational aspirations. These variables are examined by ethnicity and generational status.[2]

The data in this report are from the *Second Follow-Up Survey of the 1988 National Education Longitudinal Study (NELS:88)*. The data are for students who were in 12th grade in 1992 and who were members of a nationally representative sample of six major Asian American ethnic groups in the United States:

[2]The study employs cross-tabulations of the data to show differences on the variables of interest for ethnic groups and for foreign- and native-born students. Of course, there are interactions here. Southeast Asians, for example, are more likely to be foreign-born than the other groups and generally fall at the low end of the variables of interest, e.g., they tend to have lower educational aspirations than other ethnic groups. While this report does not employ any multivariate analyses, separate cross-tabulations were run for foreign- and native-born students. In general, relative rankings of the ethnic groups remained the same. The immigration history of Southeast Asians is shorter than that of other Asian ethnic groups, and therefore they may not be as settled into American society. In addition, most Southeast Asians came to the U.S. as political refugees, whereas other Asians came voluntarily in pursuit of economic and social well-being.

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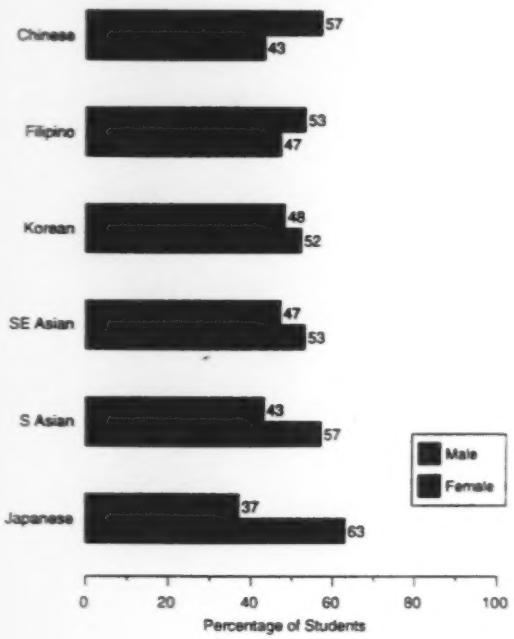
Figure 2
Percentage of Asian American High School Seniors Who Are Male and Female



Chinese
Filipinos
Japanese
Koreans
Southeast Asians — Vietnamese, Laotian, Cambodian/ Kampuchean, Thai, etc.
South Asians — Asian Indian, Pakistani, etc.

The total number of these Asian American high school seniors in the sample was 961, made up of 272 Chinese, 191 Filipinos, 146 Koreans, 70 Japanese, 185 Southeast Asians, and 97 South Asians.

Among the high school seniors in these six Asian American ethnic groups, about 45 percent were native-born, while some 55 percent were foreign-born. Approximately half of the Asian American seniors were male (50.2 percent) and half were female (49.8 percent). The breakdowns for each ethnic group are shown in Figures 1 and 2.

The majority of Southeast Asians (75 percent) and Chinese (72 percent) were foreign-born, while the majority of Filipinos (71 percent) were native-born. More than half of Japanese (55 percent) and South Asians (53 percent) were native-born, while less than half of Koreans (47 percent) were native-born.

Nearly two-thirds of Japanese high school seniors were female. More than half of Chinese and Filipino students were male, while more than half of Korean, South Asian, and Southeast Asian students were female.

The introduction is drawn from the following sources:

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A Profile of Six Asian American Ethnic Groups[3]

Socioeconomic Characteristics

Parent Education. This section describes the socioeconomic characteristics of the six Asian American ethnic groups, beginning with parent education. Table 1 and Figure 3 show father's educational level. South Asian fathers of high school seniors had more education, on average, than other Asian fathers, followed by Korean, Japanese, Filipino, Chinese, and Southeast Asian fathers.

Eighty-seven percent of South Asian fathers had a college degree or beyond, compared to only 33 percent of Southeast Asian fathers. There were significant differences among all ethnic groups on this variable (see Appendix Table A-1 and A-2).

The educational levels of South Asian mothers tended to be higher, on average, than the educational level of other Asian mothers, followed by Filipino, Korean, Japanese, Chinese, and Southeast Asian mothers (see Table 2). Seventy percent of South Asian mothers had a bachelor's degree or beyond, compared to only 12 percent of Southeast Asian mothers (Figure 4). See Appendix Tables A-1 and A-3 for significant differences among the ethnic groups.

Parent Occupation. With the exception of Southeast Asian and Japanese fathers, the most frequent occupational category was professional, including school teacher (see Table 3). The most likely occupation for Japanese fathers was manager/administrator; for Southeast Asians, the most likely category was "operative." On average, South Asian fathers had the highest occupational status, followed by Japanese, Filipino, Korean, Chinese, and Southeast Asian fathers. For details of statistical differences among ethnic groups, see Appendix, Table A-1 and A-4.

In general, the mothers of Asian American seniors tended to

Figure 3
Percentage of Asian American High School Seniors' Fathers with a College Education or Higher

[3]Tables in the following sections of the report present the data in a consistent order (alphabetical) for each variable. When provided, graphs show the data (or a subset of the data) in ranked order. Appendix tables, referenced in each section, provide data on statistical significance.

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Table 1
Father's Educational Level

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Less than high school graduation	16	8	5	7	13	1
High school graduation	24	19	9	15	24	6
Vocational, trade, or business school	13	13	22	7	22	2
College program	8	22	11	19	8	4
Finished college	19	25	36	25	22	14
Master's or equivalent	7	8	12	16	8	32
Ph.D. or equivalent	14	5	5	11	3	41

Table 2
Mother's Educational Level

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Less than high school graduation	23	6	6	9	32	1
High school graduation	27	21	30	26	30	15
Vocational, trade, or business school	12	14	13	12	14	9
College program	9	19	9	10	11	6
Finished college	17	31	35	29	8	30
Master's or equivalent	9	7	5	9	3	30
Ph.D. or equivalent	3	3	2	5	1	10

Table 3
Father's Occupational Category

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Laborer	3	5	1	4	11	1
Service	19	9	6	13	9	7
Operative	17	9	5	15	22	6
Craftsperson	7	11	15	10	9	2
Farmer	6	8	0	2	18	3
Protective Service	5	10	5	4	6	3
Proprietor/Owner	8	2	10	13	3	15
Sales	3	6	6	3	2	1
Clerical	2	10	8	6	8	6
Technical	0	1	1	1	0	0
Manager/Administrator	10	13	24	7	3	15
Professional, e.g., accountant, MD, lawyer, teacher	21	16	19	22	9	41

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have lower occupational status than the fathers of Asian American seniors (Table 4). The occupations of the Asian American seniors' mothers were also more diverse than those of the fathers. Service and operative were the most common occupational categories for Chinese and Southeast Asian mothers, while Filipino mothers were more likely to be employed in clerical and school teacher/professional positions. The most common occupational categories for Japanese mothers were service and clerical; and service and proprietor/owner were the most common occupational categories for Korean mothers. Service and operative were the most common occupational categories for Southeast Asian mothers. South Asian mothers were most likely to be in the school teacher/professional and service categories. On the average, Filipino mothers had the highest occupational status, followed by South Asian, Japanese, Korean, Chinese, and Southeast Asian mothers. Appendix Tables A-1 and A-5 show the statistical differences among the ethnic groups.

Parental Expectations for and Involvement with Education

Educational Expectations. Regardless of ethnicity, these Asian parents had high educational expectations for their children. Figure 5 shows the percentage of fathers and mothers who expect their high school senior to obtain a college degree or more education. On the average, South Asian fathers appear to have the highest educational expectations for their children, followed by Korean, Filipino, Chinese, Japanese, and Southeast Asian fathers.

Figure 4
Percentage of Asian American High School Seniors' Mothers with a College Education or Higher

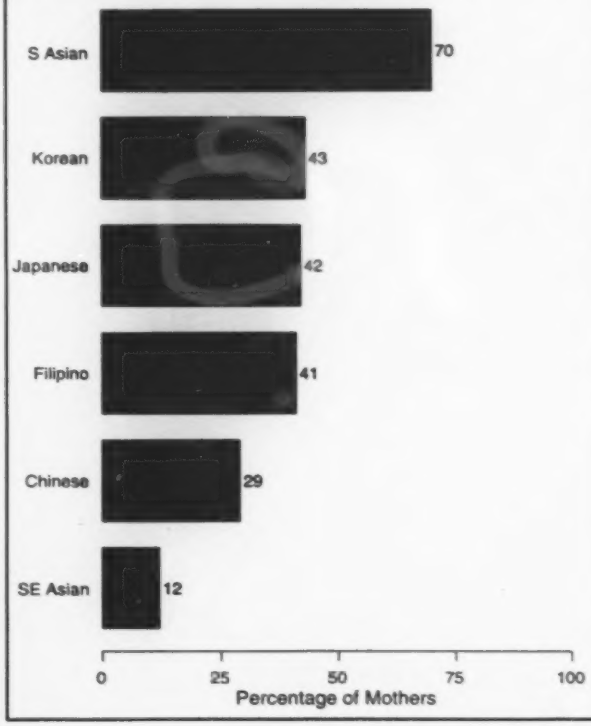

Figure 5
Percentage of Asian American High School Seniors' Parents Who Expect their Child to Earn a College Degree or Higher

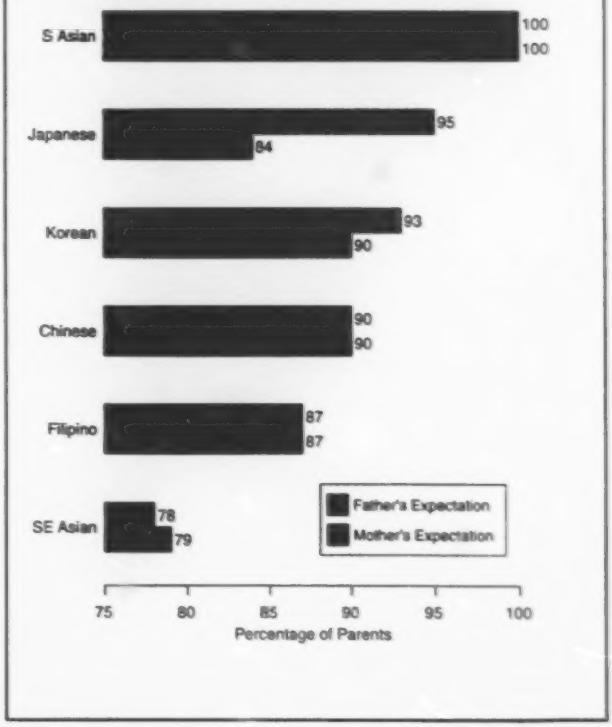

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Table 4
Mother s Occupational Category

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Laborer	1	1	0	0	18	1
Service	22	17	22	25	26	18
Operative	20	2	3	10	26	3
Craftsperson	4	0	2	2	6	0
Farmer	7	10	2	1	3	9
Protective Service	7	7	10	5	7	7
Proprietor/Owner	7	1	8	22	3	9
Sales	5	2	12	4	2	8
Clerical	9	30	21	15	4	7
Technical	0	0	1	1	0	2
Manager/Administrator	6	5	7	5	0	10
Professional, e.g., accountant, MD, lawyer, teacher	11	25	12	9	4	27

Table 5
Freauency Distribution of Father's Educational Expectations

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
High school graduation or less	2	1	0	4	1	0
Less than 2 years of college	3	3	1	2	10	0
2 or more years of college	6	9	4	2	10	0
Finish college	44	45	69	41	44	15
Master's or equivalent	25	19	12	23	14	37
Ph.D. or equivalent	21	23	14	29	20	48

Table 6
Freauency Distribution of Mother's Educational Expectations

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
High school graduation or less	4	1	2	4	4	0
Less than 2 years of college	1	4	4	1	8	0
2 or more years of college	4	8	10	4	10	0
Finish college	44	42	58	40	39	18
Master's or equivalent	26	21	10	21	18	38
Ph.D. or equivalent	20	24	16	29	22	44

Table 7
Frequency Distributions of Discussing College Plans with Parents

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Never	18	10	7	12	11	4
Sometimes	50	53	58	46	57	27
Often	32	37	34	42	32	68

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The differences between South Asians and other Asian groups were statistically significant (Appendix Tables B-1 and B-2).

All of the South Asian fathers expected their child to obtain a bachelor's degree or more education, followed by 95 percent of Japanese fathers, 93 percent of Korean fathers, 90 percent of Chinese fathers, 87 percent of Filipino fathers, and 78 percent of Southeast Asian fathers (Table 5).

Table 6 shows mothers' educational expectations. Again, regardless of ethnic background, the majority of Asian mothers expected their children to complete college or to obtain a graduate degree (Figure 5). All South Asian mothers, 90 percent of Chinese and Korean mothers, 87 percent of Filipino mothers, 85 percent of Japanese mothers, and 79 percent of Southeast Asian mothers expected their children to obtain a college degree or more.

On the average, South Asian mothers appear to have the highest educational expectations for their children, followed by Filipino, Korean, Chinese, Japanese, and Southeast Asian mothers. The differences between South Asians and other Asian groups with respect to mother's educational expectations were statistically significant (Appendix Tables B-1 and B-3).

Discussions about College and Grades. The students were asked how often they discussed plans for college with their parents. Regardless of ethnicity, the vast majority of Asian American high school seniors reported having discussed college plans with their parents (Table 7).

Figure 6 shows the percentage of students who reported discussing college plans with their parents often. On average, South Asian

Figure 6
Percentage of Asian American High School Seniors Who Discuss College Plans with Their Parents Often

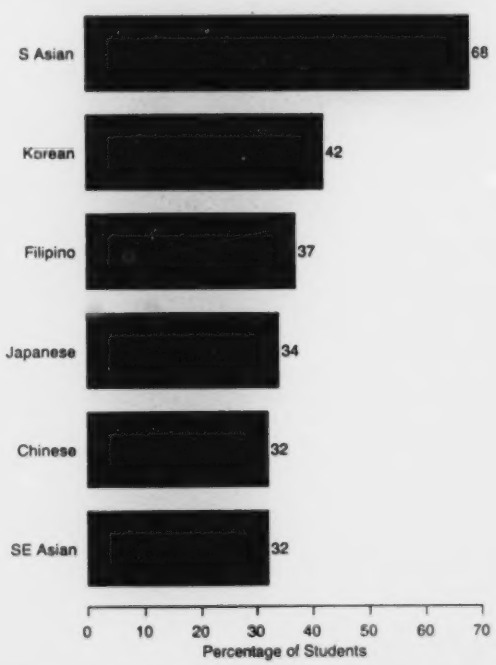
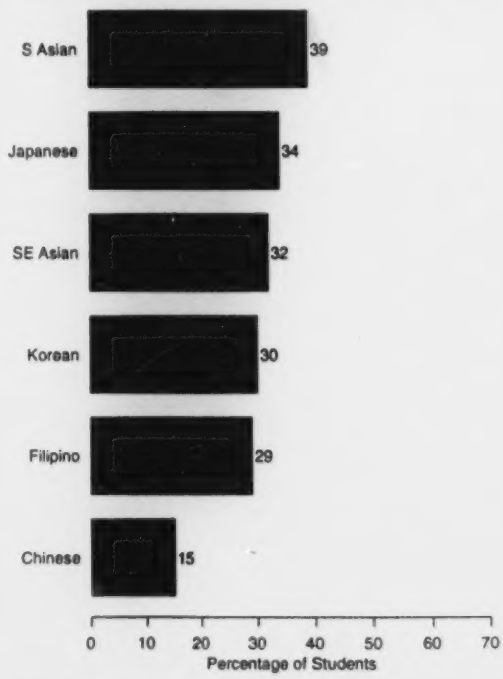


Figure 7
Percentage of Asian American High School Seniors Who Discuss Grades with Their Parents Often



students appear to discuss college plans with parents most frequently, followed by Korean, Filipino, Japanese, Southeast Asian, and Chinese students. The differences between South Asian students and other Asian students with respect to frequency of discussing college plans with parents were statistically significant (Appendix Tables B-1 and B-4).

The students were also asked how often they discussed grades with their parents. Regardless of ethnicity, the majority of Asian American high school seniors reported having discussions about grades with their parents (Table 8).

Overall, Asian American high school seniors tended to discuss grades with parents less frequently than college plans. On the average, South Asian students appeared to discuss grades with parents most frequently, followed by Japanese, Filipino, Korean, Southeast Asian, and Chinese students. Figure 7 shows the percentage of students who discussed grades with their parents often. The differences between Chinese students and other Asian students were statistically significant (Appendix Tables B-1 and B-5).

Educational Values

Importance of Education. Regardless of ethnic background, nearly all Asian American high school seniors believed that getting a good education was important in their lives (Table 9).

On the average, Filipino students most valued education, followed by South Asian, Chinese, Southeast Asian, Korean, and Japanese students. The differences, however, were not statistically significant (Appendix Table C-1).

The Value of Hard Work. The majority of Asian American high school seniors also believed that hard work was more important than good luck for success in their lives (Table 10). On the average, South Asian students were most likely to value the importance of hard work, followed by Filipino, Japanese, Korean, Chinese, and Southeast Asian students. However, no significant differences were found among the six groups on this variable (see Appendix Table C-1).

School Behaviors

Absenteeism. The students were asked how many times they missed school in the first semester or term of their senior year in high school. The majority of the Asian American seniors reported missing at least one day in that semester. Eighty-one percent of the Chinese, 86 percent of the Filipinos, 88 percent of the Japanese, 80 percent of the Koreans, 84 percent of the Southeast Asians, and 87 percent of the South Asians missed school at least once (Table 11).

On the average, Japanese students missed school most, followed by Filipino, Korean, South Asian, Southeast Asian, and Chinese students; however, no significant differences were found among the six Asian American groups in terms of absenteeism (Appendix Table D-1).

Homework. The Asian American seniors were asked how many hours they spent on homework outside of school each week. Forty-three percent of Chinese students, 28 percent of Filipino students, 38 percent of Japanese students, 48 percent of Korean students, 44 percent of Southeast Asian students, and 56 percent of South Asian students said they spent at least 10 hours on homework a week (Table 12). On the average, South Asian students tended to spend the most time on homework, followed by Korean, Chinese, Southeast Asian, Japanese, and Filipino students. For statistically significant differences among the ethnic groups, see Appendix Tables D-1 and D-2.

Extracurricular Activities. The students were also asked how many hours they spent on all school-sponsored extracurricular activities such as sports, clubs, or other activities in a typical week. Twenty-two percent of Chinese students, 19 percent of Filipino students, 27 percent of Japanese students, 31 percent of Korean students, 10 percent of Southeast Asian students, and 37 percent of South Asian students spent 10 hours or more on extracurricular activities in a week (Table 13).

On the average, South Asian students tended to spend the most time on extracurricular activities, followed by Korean, Japanese, Chinese,

Table 8
Frequency Distributions of Discussing Grades with Parents

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Never	19	7	10	9	13	5
Sometimes	66	64	56	61	55	56
Often	15	29	34	30	32	39

Table 9
Frequency Distributions of Students' Assessment of the Importance of Education in Their Lives

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Not Important	0	0	0	0	0	0
Somewhat Important	9	5	17	13	10	7
Very Important	91	95	83	87	90	93

Table 10
Frequency Distributions of Students' Agreement with the Statement, "Good Luck Is More Important than Hard Work for Success"

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Strongly Agree	2	2	2	3	3	2
Agree	10	5	7	6	18	5
Disagree	69	59	64	64	61	58
Strongly Disagree	20	33	27	27	18	35

Table 11
Frequency Distributions of Absenteeism

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Never	19	14	12	20	16	13
1-2 Times	36	34	42	27	37	39
3-6 Times	23	24	18	31	30	29
7-9 Times	13	9	7	8	8	5
10-15 Times	6	10	14	8	5	13
Over 15 Times	4	8	8	6	4	1

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Filipino, and Southeast Asian students. For statistically significant differences among the Asian American groups, see Appendix Tables D-1 and D-3.

Academic Performance

This section describes the reading and mathematics test performance of Asian American high school seniors. Table 14 shows the percentage of each Asian American group that scored in each quartile of all U.S. high school seniors on the reading test.[4] Figure 8 shows the percentage of each ethnic group who scored above the median, or in the top two quartiles, for all U.S. high school seniors in 1992. On the average, South Asian students tend to have highest standardized reading scores, followed by Korean, Filipino, Chinese, Japanese, and Southeast Asian students. Statistically significant differences among the groups are detailed in Appendix Tables E-1 and E-2.

As shown in Figure 8, compared to all U.S. high school seniors, South Asian and Korean students are overrepresented in the top two quartiles on the

Figure 8
Percentage of Asian American High School Seniors Scoring Above the 50th Percentile for All U.S. High School Seniors

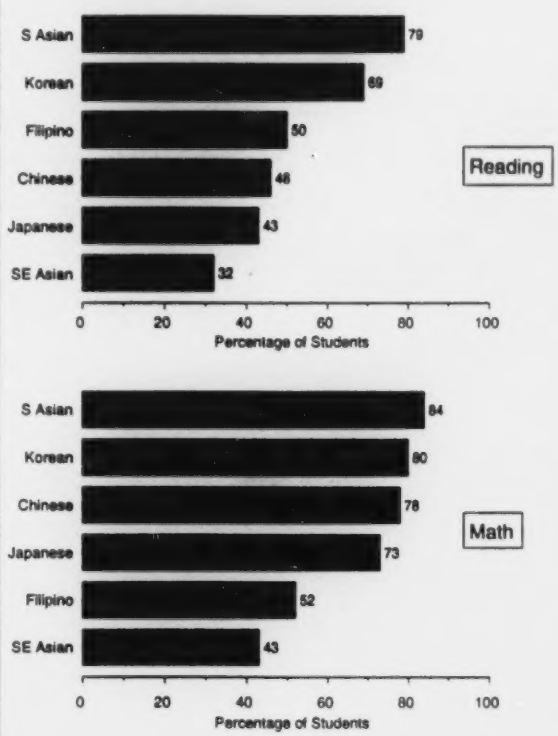
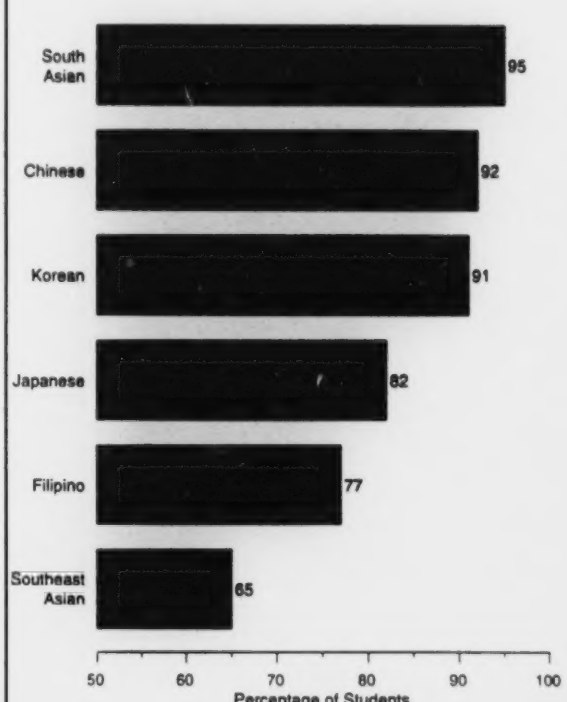


Figure 9
Percentage of Asian American High School Seniors Who Aspire to Earn a College Degree or Higher



[4] In this section of the report, the test score distributions of Asian American high school seniors are compared to the score distributions of all U.S. high school seniors. This is done by dividing the scores of all seniors into quartiles (groups of 25 percent) and then determining the proportion of Asian American students whose scores fall into each quartile. If Asian American students' performance was similar to the performance of all high school students, we would expect that roughly 25 percent of Asian American students would fall into each quartile.

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Table 12
Frequency Distributions of Time Spent on Homework out of School Each Week

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
None	2	5	8	1	3	7
Less than 1 Hour	4	5	7	5	2	2
1-3 Hours	21	24	10	17	13	7
4-6 Hours	17	18	19	16	21	10
7-9 Hours	13	18	18	14	18	18
10-12 Hours	12	14	18	11	19	10
13-15 Hours	11	4	3	12	11	16
16-20 Hours	10	8	13	12	8	22
Over 20 Hours	10	6	4	13	6	8

Table 13
Frequency Distributions of Time Spent on Extracurricular Activities in a Week

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
None	27	26	26	17	40	15
Less than 1 Hour	13	11	4	13	17	19
1-4 Hours	24	27	28	23	21	23
5-9 Hours	14	18	14	16	11	7
10-14 Hours	12	10	11	16	6	5
15-19 Hours	6	4	13	9	4	17
20-24 Hours	3	4	1	5	0	2
25 Hours or More	1	1	2	1	0	13

Table 14
Quartile Distributions of Standardized Reading Scores

Quartile of All U.S. High School Seniors	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Top Quartile	23	23	20	33	12	47
2nd Quartile	23	27	23	36	20	32
3rd Quartile	32	33	27	19	33	13
Bottom Quartile	22	17	30	13	35	7

Table 15
Quartile Distributions of Standarized Mathematics Scores

Quartile of All U.S. High School Seniors	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
Top Quartile	45	24	34	49	20	51
2nd Quartile	33	28	39	31	23	33
3rd Quartile	19	32	21	16	34	14
Bottom Quartile	3	15	6	5	23	3

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Table 16
Freauencv Distributions of Educational Aspirations

	Chinese %	Filipino %	Japanese %	Korean %	SE Asian %	S Asian %
High school graduation or less	3	0	2	3	1	0
Less than 2 years of college	2	7	5	4	14	4
2 or more years of college	3	15	11	3	20	2
Finish college	40	39	51	33	30	19
Master's or equivalent	32	19	20	31	16	39
Ph.D. or equivalent	20	19	11	27	19	37

reading test. Filipino students perform about the same as all U.S. seniors, while Chinese, Japanese, and Southeast Asian students are under-represented in the top two quartiles of reading performance.

Table 15 shows the percentage of Asian American high school seniors scoring at each quartile on the math test. Figure 8 also shows the percentage scoring above the 50th percentile for all U.S. high school seniors. On the average, South Asian students are likely to have highest math scores, followed by Chinese, Korean, Japanese, Filipino, and Southeast Asian students. Appendix Tables E-1 and E-3 show the significant differences among the ethnic groups.

As shown in Figure 8, five of the six Asian American groups are over-represented in the top two quartiles in math performance. Eighty-four, 80, and 78 percent, respectively, of the South Asian, Korean, and Chinese students scored in the top two quartiles in math.

Educational Aspirations

The students were asked how far in school they think they will get. Table 16 shows the data for each ethnic group. Almost all Asian American seniors intended to continue their education past high school. Figure 9 shows the percentage of each group who aspire to finish college or obtain a graduate degree. On the average, South Asian students tend to have the highest educational aspirations, followed by Korean, Chinese, Filipino, Japanese, and Southeast Asian students. Statistically significant differences among the ethnic groups are detailed in Appendix Tables F-1 and F-2.

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A Profile of Native-born and Foreign-born Asian American High School Seniors

As was shown in Figure 1 in the beginning of this report, the proportion of native-born and foreign-born Asian American high school seniors varies considerably across ethnic groups. Southeast Asians, for example, are more likely than other groups of Asians to be foreign-born. But regardless of ethnicity, there are many differences between native- and foreign-born Asian American high school seniors. They are discussed in this section of the report.

Socioeconomic Characteristics

Parent Education. The parents of native-born seniors had attained a higher level of education than the foreign-born seniors' parents and, in both groups, fathers tended to have obtained more education than mothers. As shown in Table 17, the fathers of native-born Asian American seniors were more likely to have completed college or obtained a graduate degree (52 percent) than the fathers of foreign-born Asian American seniors (40 percent). On the average, the fathers of native-born Asian American seniors had higher educational levels than the fathers of foreign-born Asian American seniors (see Appendix Table G).

Only 29 percent of foreign-born students' mothers had a bachelor's degree or beyond, compared to 45 percent of native-born students' mothers (Table 18). In addition, the mothers of native-born Asian American seniors were more likely to have finished college or earned a graduate degree than the mothers of foreign-born Asian American seniors.

On the average, the mothers of native-born Asian American seniors tended to have higher educational levels than the mothers of foreign-born students. The mothers of Asian American seniors were more likely to have lower educational levels than the fathers (see Appendix, Table G).

Parent Occupation. Forty-two percent of native-born Asian American high school seniors had fathers with high-status occupations, such as manager, administrator, school teacher, and professional, while only 22 percent of foreign-born Asian American seniors had fathers with those occupations (Table 19). In general, the fathers of native-born Asian American seniors were more likely to have occupations with high status than the fathers of foreign-born Asian American seniors (see Appendix Table G).

About 25 percent of native-born Asian American seniors' mothers had high-status occupations, such as manager, administrator, school teacher, and professional, while only 15 percent of foreign-born Asian American seniors' mothers had similar occupations (Table 20).

On the average, the mothers of native-born Asian American seniors had higher occupational status than the mothers of foreign-born Asian American seniors. Overall, the mothers of Asian American seniors tended to have lower occupational status than the fathers of Asian American seniors (Appendix Table G).

Parental Expectations for and Involvement with Education

Educational Expectations. Regardless of generational status, the

Table 17
Frequency Distributions of Father's Educational Level

	Native-Born %	Foreign-Born %
Less than high school graduation	7	12
High school graduation	15	22
Vocational, trade, or business school	13	14
Some college	14	11
College graduate	23	21
Master's or equivalent	13	11
Ph.D. or equivalent	16	8

Table 18
Frequency Distributions of Mother's Educational Level

	Native-Born %	Foreign-Born %
Less than high school graduation	7	22
High school graduation	23	26
Vocational, trade, or business school	13	12
Some college	13	11
College graduate	27	20
Master's or equivalent	14	6
Ph.D. or equivalent	4	3

Table 19
Frequency Distributions of Father's Occupational Category

	Native-Born %	Foreign-Born %
Laborer	4	5
Service	6	16
Operative	8	18
Craftsperson	10	8
Farmer	6	8
Protective Service	7	5
Proprietor/Owner	5	9
Sales	5	3
Clerical	8	6
Technical	1	0
Manager/Administrator	17	6
Professional, e.g., M.D., lawyer, accountant, or teacher	25	16

Table 20
Frequency Distributions of Mother's Occupational Category

	Native-Born %	Foreign-Born %
Laborer	3	5
Service	21	22
Operative	4	20
Craftsperson	1	4
Farmer	7	5
Protective Service	9	6
Proprietor/Owner	4	9
Sales	2	6
Clerical	24	7
Technical	1	0
Manager/Administrator	5	5
Professional, e.g., M.D., lawyer, accountant, or teacher	20	10

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majority of Asian American parents expected their children to continue their education after high school. Eighty-eight percent of foreign-born students' fathers and 90 percent of native-born students' fathers wanted their child to have a college degree or beyond (Table 21). On the average, the fathers of native-born Asian American seniors tended to have higher educational expectations for children than the fathers of foreign-born Asian American seniors (Appendix Table H).

Roughly 87 percent of foreign-born students' mothers and about 90 percent of native-born students' mothers expected their children to receive higher education (Table 22). On average, the mothers of native-born Asian American high school seniors tended to have higher expectations for their children than the mothers of foreign-born Asian American seniors. In addition, the mothers of these Asian American seniors tended to have lower educational expectations for their children than did the fathers (Appendix, Table H).

Table 21
Frequency Distributions of Father's Educational Expectations

	Native-Born %	Foreign-Born %
High school graduation or less	1	2
Less than 2 years of high school	2	4
2 or more years of college	7	6
Finish college	41	43
Master's or equivalent	20	23
Ph.D. or equivalent	29	22

Table 22
Frequency Distributions of Mother's Educational Expectations

	Native-Born %	Foreign-Born %
High school graduation or less	1	3
Less than 2 years of high school	2	4
2 or more years of college	7	6
Finish college	39	41
Master's or equivalent	24	22
Ph.D. or equivalent	27	4

Table 23
Frequency Distributions of the Frequency of Discussing College Plans with Parents

	Native-Born %	Foreign-Born %
Never	8	15
Sometimes	49	50
Often	43	35

Table 24
Frequency Distributions of the Belief, "Good Luck Is More Important than Hard Work for Success"

	Native-Born %	Foreign-Born %
Strongly Agree	1	3
Agree	8	11
Disagree	60	65
Strongly Disagree	31	22

Table 25
Frequency Distributions of Absenteeism

	Native-Born %	Foreign-Born %
Never	13	19
1-2 Times	34	37
3-6 Times	27	25
7-9 Times	7	11
10-15 Times	12	5
Over 15 Times	7	3

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Discussions about College and Grades. The majority of both foreign-born and native-born Asian American high school seniors reported having discussions on academic matters with their parents. There were no significant differences between the two groups on discussing grades with parents. About 85 percent of foreign-born Asian American seniors and about 92 percent of native-born Asian American seniors reported discussing college plans with their parents (Table 23).

Native-born Asian American seniors tended to discuss college plans with their parents more often than foreign-born Asian American seniors (Appendix, Table H).

Educational Values

The Importance of Education. There were no significant differences between the two groups on the question of the importance of getting a good education.

The Value of Hard Work. Eighty-seven percent of foreign-born Asian American seniors believed that hard work is more important than good luck for success in their lives, while about 91 percent of native-born

Table 26
Frequency Distributions of Time Spent on Homework Each Week

	Native-Born %	Foreign-Born %
None	6	2
Less than 1 Hour	4	4
1-3 Hours	20	16
4-6 Hours	19	16
7-9 Hours	17	16
10-12 Hours	14	13
13-15 Hours	5	13
16-20 Hours	8	13
Over 20 Hours	7	9

Table 27
Frequency Distributions of Time Spent on Extracurricular Activities in a Week

	Native-Born %	Foreign-Born %
None	22	31
Less than 1 Hour	13	14
1-4 Hours	20	27
5-9 Hours	16	12
10-14 Hours	12	9
15-19 Hours	11	4
20-24 Hours	2	3
25 Hours or More	4	0

Table 28
Frequency Distributions of Reading Standardized Scores

Quartile of All U.S. High School Seniors	Native-Born %	Foreign-Born %
Top Quartile	34	17
2nd Quartile	29	23
3rd Quartile	25	32
Bottom Quartile	12	28

Table 29
Frequency Distributions of Mathematics Standardized Scores

Quartile of All U.S. High School Seniors	Native-Born %	Foreign-Born %
Top Quartile	38	33
2nd Quartile	27	33
3rd Quartile	28	21
Bottom Quartile	7	13

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students believed the same (Table 24). In general, native-born Asian American seniors tended to believe more strongly that hard work is more important than good luck for success (Appendix, Table I).

School Behaviors

Absenteeism. The students were asked how many times they missed school in the first semester or term of their senior year in high school. On average, native-born Asian American seniors tended to miss school more frequently than foreign-born Asian American seniors (Appendix Table J). About 81 percent of foreign-born Asian American seniors missed school at least one day, while approximately 87 percent of native-born Asian American seniors missed that much school (Table 25).

Homework. The seniors were asked how many hours they spent on homework outside of school each week. On average, foreign-born Asian American seniors spent more time on homework than native-born Asian American seniors (Appendix Table J). Approximately 48 percent of foreign-born Asian American seniors spent at least 10 hours on homework a week, whereas 34 percent of native-born Asian American seniors did that much homework (Table 26).

Extracurricular Activities. The Asian American high school seniors were asked how many hours they spent on all school-sponsored extracurricular activities such as sports, clubs, or other activities in a typical week. On average, native-born Asian American seniors spent more time on extracurricular activities than foreign-born Asian American seniors (Appendix Table J).

About 16 percent of foreign-born Asian American seniors spent 10 hours or more on extracurricular activities in a week, compared to 29 percent of native-born Asian American seniors (Table 27). Nearly one-third of the foreign-born seniors and about one-fifth of the native-born seniors said they did not participate in extracurricular activities.

Academic Performance

This section describes group differences between foreign-born and native-born Asian American high school seniors in mathematics and reading achievement test performance. Sixty-three percent of native-born Asian American seniors had reading standardized scores in the top two quartiles of all U.S. high school seniors in 1992, while only 40 percent of foreign-born Asian American seniors scored at that level (Table 28 and Appendix Table K).

Table 29 shows the mathematics score distributions. There was no significant difference between native-born and foreign-born Asian American seniors with respect to math scores (Appendix Table K). About two-thirds of each group scored in the top two quartiles.

Educational Aspirations

There were no statistically significant differences in educational aspirations between native- and foreign-born Asian American seniors.

Conclusions and Implications

The stereotype of Asian Americans is that of a highly successful minority who have made it in American society. Asian American students are portrayed as "whiz kids," the "best and the brightest," math and science majors, students who pass through our toughest universities with ease. Asian American students are assumed to be from families that are financially stable, if not affluent.[5]

The primary focus of this study has been a documentation of the differences among Asian American high school seniors based on ethnicity and generational status.

Contrary to the stereotype, there are significant differences among Asian American seniors in terms of socioeconomic characteristics, parental expectations and involvement, educational values, school behaviors, academic achievement, and college aspirations.

Ethnicity and generational status appear to have an impact on Asian American seniors' educational and socioeconomic characteristics. As the findings of this study indicate, Asian American students are not homogeneous in terms of socioeconomic characteristics, parental expectations and involvement, educational values, school behaviors, academic achievement, and college aspirations.

Although many Asian American students are highly successful as a group, there are large numbers of Asian American students who need assistance, support, and encouragement from parents, counselors, teachers, and institutions. This is especially true for students of Southeast Asian background and for foreign-born Asian American students. This is not to undermine the educational needs and aspirations of non-Asian American students, but to acknowledge the reality of Asian Americans and to help counselors, teachers, administrators, and policymakers understand the difficulties and problems that Asian American students face.

The myth of uniform Asian American success has camouflaged the disadvantages and inequities experienced by many Asian American students, and has resulted in a lack of care and attention that they deserve. This study adds to the literature about Asian Americans in secondary and higher education, and provides information for educators and policymakers to develop programs and services that respond to the educational needs and aspirations of Asian American students, such as academic and career counseling services, tutoring and mentoring services, Asian American student associations, Asian American culture centers, financial aid, and a diverse course curriculum. Through collaboration between higher education institutions and high schools, development of the programs and services could be implemented. When Asian American students' dedication to hard work is combined with this support and assistance, Asian American students may become true models for success.

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[5]Bagasao, P.Y. (1989). "Student voices breaking the silence: The Asian and Pacific American experience." *Change*, November/December 28-37. Magner, D.K. (1993). "Colleges faulted for not considering differences in Asian-American groups." *The Chronicle of Higher Education*, 39, A32-A34, February 10.

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Appendix I

Measurement of Variables

Socioeconomic Characteristics were determined from responses to question F2N5, "What is your father's occupation?", question F2N7, "What is your mother's occupation?", question F2N8A, "How far in school did your father go?", and question F2N8B, "How far in school did your mother go?" Response categories of questions F2N5 and F2N7 were 17 different occupations. To quantify the status of each of the occupations, Duncan's Scale of Socioeconomic Index (SEI) was used. Response categories of questions F2N8A and F2N8B were scaled ordinally: 1 being "less than high school graduation" to 7 being "Ph.D., M.D. or other professional degree."

Parental Expectations and Involvement were ascertained from responses to question F2S42A, "How far in school does your father want you to go?", question F2S42B, "How far in school does your mother want you to go?", question F2S99D, "How often have you discussed grades with parents?", and question F2S99F, "How often have you discussed going to college with parents?" Response categories of questions F2S42A and F2S42B were scaled ordinally: 1 being "less than high school graduation" to 10 being "Ph.D., M.D. or other professional degree." Response categories of questions F2S99D and F2S99F were scaled ordinally: 1 being "never" to 3 being "often."

Academic Performance was determined from responses to question F22XRSTD, "Reading standardized score" and question F22XMSTD, "Math standardized score." Responses of these questions were students' actual standardized scores.

Educational Values were obtained from responses to question F2S40O, "How important is getting a good education in your life?" and question F2S66C, "Good luck is more important than hard work for success in your life?" Response categories of question F2S40O were scaled ordinally: 1 being "not important" to 3 being "very important." Response categories of question F2S66C were scaled ordinally: 1 being "strongly agree" to 4 being "strongly disagree."

School Behaviors were determined from responses to question F2S9C, "How many times did you miss school in the first semester or term of the current school year?", question F2S25F2, "Total time spent on homework out of school each week?" and question F2S31, "Time spent on extracurricular activities in a typical week?" Response categories of question F2S9C were scaled ordinally: 0 being "never" to 5 being "over 15 times." Response categories of question F2S25F2 were scaled ordinally: 0 being "none" to 8 being "over 20 hours." Response categories of question F2S31 were scaled ordinally: 0 being "none" to 7 being "25 hours or more."

Educational Aspirations was obtained from the students' answers to question F2S43, "How far in school do you think you will get?" Responses were scaled ordinally: from 1 being "less than high school graduation" to 10 being "Ph.D., M.D. or other professional degree."

Sample Weight

This study employed a cross-sectional research design using students who were in 12th grade in the spring of 1992 and who were members of a nationally representative sample of six Asian American ethnic groups. The sample weight, F2QWT, was used in this study for producing weighted 12th grade student statistics in the cross-sectional analyses. Sample ID flag, F2SEQFLG=0, was selected.

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Appendix II

TABLES[6]

Table A-1. Means of Six Asian American Ethnic Groups — Socioeconomic Characteristics

	Chinese (M)	Filipino (M)	Japanese (M)	Korean (M)	SE Asian (M)	S Asian (M)
Father's Education Level	3.67	3.81	4.21	4.32	3.37	5.83
Mother's Education Level	3.09	3.79	3.57	3.70	2.49	4.80
Father's Occupational Level	41.31	44.38	51.24	43.38	33.29	55.56
Mother's Occupational Level	37.96	49.58	46.42	41.71	25.01	48.93

Table A-2. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Father's Education Level

	1. S Asian	2. Korean	3. Japanese	4. Filipino	5. Chinese	6. SE Asian
1. S Asian		*	*	*	*	*
2. Korean	*		*	*	*	*
3. Japanese	*	*		*	*	*
4. Filipino	*	*	*		*	*
5. Chinese	*	*	*	*		*
6. SE Asian	*	*	*	*	*	

* Significant at p< .05

Table A-3. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Mothers's Education Level

	1. S Asian	2. Filipino	3. Korean	4. Japanese	5. Chinese	6. SE Asian
1. S Asian		*	*	*	*	*
2. Filipino	*				*	*
3. Korean	*				*	*
4. Japanese	*					*
5. Chinese	*	*	*			*
6. SE Asian	*	*	*	*	*	

* Significant at p< .05

[6] An asterisk in a table cell indicates a statistically significant difference between the ethnic group in the column and the ethnic group in the row. (M) stands for mean.

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Table A-4. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Father's Occupational Status

	1. S Asian	2. Japanese	3. Filipino	4. Korean	5. Chinese	6. SE Asian
1. S Asian			*	*	*	*
2. Japanese					*	*
3. Filipino	*					*
4. Korean	*					*
5. Chinese	*	*				*
6. SE Asian	*	*	*	*	*	

* Significant at p<.05

Table A-5. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Mother's Occupational Status

	1. Filipino	2. S Asian	3. Japanese	4. Korean	5. Chinese	6. SE Asian
1. Filipino				*	*	*
2. S Asian					*	*
3. Japanese						*
4. Korean	*					*
5. Chinese	*	*				*
6. SE Asian	*	*	*	*	*	

* Significant at p<.05

Table B-1. Means of Six Asian American Ethnic Groups — Parental Expectations and Involvement

	Chinese (M)	Filipino (M)	Japanese (M)	Korean (M)	SE Asian (M)	S Asian (M)
Father's Expectations	8.39	8.43	8.34	8.52	8.01	9.33
Mother's Expectations	8.37	8.52	8.08	8.44	8.03	9.25
Frequency of Discussing College Plans with Parents	2.13	2.27	2.27	2.29	2.20	2.64
Frequency of Discussing Grades with Parents	1.96	2.22	2.25	2.21	2.20	2.34

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Table B-2. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Father's Expectations

	1. S Asian	2. Korean	3. Filipino	4. Chinese	5. Japanese	6. SE Asian
1. S Asian		*	*	*	*	*
2. Korean	*					
3. Filipino	*					
4. Chinese	*					
5. Japanese	*					
6. SE Asian	*					

* Significant at p<.05

Table B-3. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Mother's Expectations

	1. S Asian	2. Filipino	3. Korean	4. Chinese	5. Japanese	6. SE Asian
1. S Asian		*	*	*	*	*
2. Filipino	*					
3. Korean	*					
4. Chinese	*					
5. Japanese	*					
6. SE Asian	*					

* Significant at p<.05

Table B-4. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Frequency of Discussing College Plan with Parents

	1. S Asian	2. Korean	3. Filipino	4. Japanese	5. SE Asian	6. Chinese
1. S Asian		*	*	*	*	*
2. Korean	*					
3. Filipino	*					
4. Japanese	*					
5. SE Asian	*					
6. Chinese	*					

* Significant at p<.05

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Table B-5. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Frequency of Discussing Grade with Parents

	1. S Asian	2. Japanese	3. Filipino	4. Korean	5. SE Asian	6. Chinese
1. S Asian						*
2. Japanese						*
3. Filipino						*
4. Korean						*
5. SE Asian						*
6. Chinese	*	*	*	*	*	

* Significant at p<.05

Table C-1. Means of Six Asian American Ethnic Groups — Educational Values

	Chinese (M)	Filipino (M)	Japanese (M)	Korean (M)	SE Asian (M)	S Asian (M)
Importance of Education in their Lives	2.91	2.95	2.83	2.86	2.90	2.93
Importance of Hard Work for Success	3.07	3.23	3.16	3.15	2.95	3.24

Table D-1. Means of Six Asian American Ethnic Groups — School Behaviors

	Chinese (M)	Filipino (M)	Japanese (M)	Korean (M)	SE Asian (M)	S Asian (M)
Absenteeism	1.60	1.91	1.94	1.75	1.63	1.69
Time Spent on Homework Outside of School Per Week	4.24	3.68	3.90	4.55	4.22	4.82
Time Spent on Extracurricular Activities Per Week	2.06	2.03	2.36	2.53	1.40	2.89

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Table D-2. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Time Spent on Homework Outside of School

	1. S Asian	2. Korean	3. Chinese	4. SE Asian	5. Japanese	6. Filipino
1. S Asian						*
2. Korean						*
3. Chinese						
4. SE Asia						
5. Japanese						
6. Filipino	*	*				

* Significant at p<.05

Table D-3. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Time Spent on Extracurricular Activities

	1. S Asian	2. Korean	3. Japanese	4. Chinese	5. Filipino	6. SE Asian
1. S Asian				*	*	*
2. Korean						*
3. Japanese						*
4. Chinese	*					*
5. Filipino	*					*
6. SE Asian	*	*	*	*	*	

* Significant at p<.05

Table E-1. Means of Six Asian American Ethnic Groups — Academic Performance

	Chinese (M)	Filipino (M)	Japanese (M)	Korean (M)	SE Asian (M)	S Asian (M)
Reading Standardized Scores	51.44	52.27	50.57	54.85	47.71	57.91
Math Standardized Scores	59.06	53.31	56.61	58.39	51.59	59.09

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Table E-2. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Reading Standardized Score

	1. S Asian	2. Korean	3. Filipino	4. Chinese	5. Japanese	6. SE Asian
1. S Asian			*	*	*	*
2. Korean				*		*
3. Filipino	*					*
4. Chinese	*	*				*
5. Japanese	*					
6. SE Asian	*	*	*	*		

* Significant at p<.05

Table E-3. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Math Standardized Score

	1. S Asian	2. Chinese	3. Korean	4. Japanese	5. Filipino	6. SE Asian
1. S Asian					*	*
2. Chinese					*	*
3. Korean					*	*
4. Japanese						*
5. Filipino	*	*	*			
6. SE Asian	*	*	*	*		

* Significant at p<.05

Table F-1. Means of Six Asian Ethnic Groups — Educational Aspirations

	Chinese (M)	Filipino (M)	Japanese (M)	Korean (M)	SE Asian (M)	S Asian (M)
Educational Aspirations	8.43	8.14	8.01	8.51	7.86	9.03

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Table F-2. Scheffe's Test for Mean Differences for Six Asian American Ethnic Groups — Educational Aspirations

	1. S Asian	2. Korean	3. Chinese	4. Filipino	5. Japanese	6. SE Asian
1. S Asian			*	*	*	*
2. Korean						*
3. Chinese	*					*
4. Filipino	*					
5. Japanese	*					
6. SE Asian	*	*	*			

* Significant at p<.05

Table G. Comparison of Group Means Using ANOVA — Socioeconomic Characteristics*

	Father's Educational Level	Mother's Educational Level	Father's Occupational Level	Mother's Occupational Level
Foreign-Born	3.72*	3.10*	38.25*	36.43*
Native-Born	4.36*	3.87*	48.94*	45.62*

*Significant at p <.05

Table H. Comparison of Group Means Using ANOVA — Parental Expectations and Involvement

	How Far in School Father Wants You to Go	How Far in School Mother Wants You to Go	Discussing College Plans with Parents	Discussing Grades with Parents
Foreign-Born	8.33*	8.31*	2.20*	2.13*
Native-Born	8.59*	8.58*	2.34*	2.19*

*Significant at p <.05

Table I. Comparison of Group Means Using ANOVA — Educational Values

	Importance of Getting Good Education	Importance of Hard Work for Success in Your Life
Foreign-Born	2.90	3.05*
Native-Born	2.92	3.21*

*Significant at p <.05

[5] An asterisk indicates a statistically significant difference between foreign-born and native-born students on that variable.

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Table J. Comparison of Group Means Using ANOVA — School Behaviors

	Absenteeism	Time Spent on Homework	Time Spent on Extracurricular Activities
Foreign-Born	1.57*	4.44*	1.81*
Native-Born	1.94*	3.86*	2.45*
*Significant at $p < .05$			

Table K. Comparison of Group Means Using ANOVA — Academic Performance

	Reading Standardized Scores	Math Standardized Scores
Foreign-Born	49.75*	55.68
Native-Born	54.83*	56.40
*Significant at $p < .05$		

Table L. Comparison of Group Means Using ANOVA — Educational Aspirations

	How Far in School Do You Think You Will Get
Foreign-Born	8.37
Native-Born	8.22

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